Teacher Education

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Table of Contents

Theme: Safety Education in the Public Schools

Training Teachers in Auto Driving and Traffic Safety—*A. W. Dragoo* 3

Auto Driving Courses in High School—*Robert Neuman* 8

Principles in Safety Education—*Howard W. Adams* 11

School Safety Patrols—*James H. Carnahan* 13

Safety in Shops and Laboratories—*R. M. Stombaugh* 15

Safety Factors in School Buildings—*Floyd T. Goodier* 21

Faculty Publications 25

Professional Activities of the Faculty 26

Forthcoming Campus Activities 30

TEACHER EDUCATION

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Training Teachers in Auto Driving and Traffic Safety

A. W. DRAGOO*

FEW who read this article will deny that the traffic accident situation in Illinois is in need of immediate attention. The daily newspapers, magazines, and professional publications are so full of statistics and glaring accounts of the appalling toll of death and injury that any detailed recounting of them here is quite unnecessary. Facts and accurate data relative to the traffic accident situation compiled by various reporting agencies are available.

A glance at the final figures for 1937, as reported in the *Safety Bulletin* issued by the Illinois Division of Highways, reveals that 2,595 were killed, and 25,592 more were severely injured. In addition, there is great loss of property and time by those injured. These losses run into thousands of dollars. Reports available for 1938 show that a somewhat better record has been made. This record is true throughout the nation as a whole and is particularly noticeable in regions where well-planned school programs have been carried out. Present figures show a substantial reduction in fatalities and injuries among children of school age.

To plan and put into effect such programs will require trained teachers, who on their own initiative, have carried on safety programs in their own rooms and schools with much success. This is especially true of elementary teachers, who seem to have done a somewhat better piece of work than have the high school teachers. Statistics show that the children of elementary-school age have a much better accident record than those of high-school age. There is evidence enough to indicate the effectiveness of well-organized and well-planned safety programs for all pupils. The training of teachers in curriculum construction, organization and administration for safety methods of teaching, and the evaluation of available materials seem to be the immediate task of a safety program. Many commercial organizations of the state and some of the state departments have long carried on programs to promote safety. They have done a very effective piece of work in creating public demand for the teaching of safety in the public schools. Teacher-education institutions must recognize this demand and meet the challenge.

Splendid highways, elaborate traffic control systems, and extensive enforcement programs have done much, but these alone can never solve the problem. Machines with fixed control mechanism can be set to perform certain tasks over periods of years with but little care and attention. The machine is not educated or trained for its task. It is set for its work and faithfully follows a predetermined course laid out by its designer. Human be-

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ings can not be set; they must be educated and trained for those tasks and duties which society has determined most necessary. Human behavior is actuated from within. What an individual is likely to do from moment to moment depends largely on his personal attitude resulting from training. The individual must have a desire to drive and walk safely, to protect the lives and property of others, and to be a good citizen. To insure society of this type of citizen, well planned instruction in safety must be made available to all through the public schools.

The experience of industry and the railroads in reducing their accidents 40 to 60 per cent through intensive educational campaigns and programs is evidence enough that similar intensive educational programs in the public schools is the correct procedure to follow. Some industries that have promoted safety education for a period of years have reduced their accidents and injuries to almost zero. It has taken years to train the workers in habits and attitudes insuring a willingness on their part to assume the responsibility for their own personal safety. There is reason to believe that this will be true in the field of traffic safety and automobile driving if the proper educational program can be pursued by boys and girls through their entire period of schooling. All will be pedestrians and most of them passengers in motor vehicles. A somewhat smaller number will be drivers. They all need training for safe living in an ever-increasing mechanical age.

This question of traffic safety and automobile driving has become a national problem. Many states have prepared and published courses of study dealing with the problem, through all stages of school work from the kindergarten through the high school. Other states have in preparation or are looking forward to the preparation of similar courses. Some states require by law the teaching of safety in all the schools. Illinois has very recently prepared, through the Department of Public Instruction, a very fine course of study for use in the public schools of the state. Mr. John A. Wieland Superintendent of Public Instruction, has this to say concerning this new course:

"The steady increase of injury and death due to accidents in our state and nation is appalling. The problem of safety in this machine age is one that should concern every citizen.

"Especially it should be the concern of our educational system. If we agree that one of the important functions of the school is to train individuals to do better those things they are going to have to do as members of society—then certainly safety education should be a very definite part of the curriculum.

"The passing of safety laws, their enforcement, and the products of safety engineers' constant planning will be of little avail without proper attitude delevopment.

"If the teachers of the state can reach the great army of young people with well-balanced safety instruction through the year, such a program will contribute to a marked degree to safer and happier living."

If the work outlined in the course of study is to be effectively presented to the pupils in the schools, the prepara-

tion of teachers must be initiated at once. Teachers must be trained to meet the situation. They must be able to answer the questions asked by superintendents, principals, and school authorities. Many questions like the following are being asked:

To whom should the instruction be offered?

How much time should be allotted?

What kinds of instruction should be given—What subject matter should be included?

Where can we secure curriculum materials?

Where can we secure supplementary materials—films, posters, booklets?

Who should give this instruction?

How much should we use outside help or discussion leaders?

What will it cost us to introduce this instruction?

Should credit be given for graduation?

Where can we find examples of successful classes?

How can road instruction be provided for?

What evidence do you have that good driving instruction will really function in the lives of pupils?

If we assume that schools wish to offer this instruction, how can we get started?

These are only a few of the questions that must be answered by the prospective teacher.

So urgent is the need for giving immediate attention to this question of safety that the National Educational Association last year, through its Research Division, made a survey of the present status of safety instruction in a large number of city school systems. The results of this survey,* the opinions of 14,524 classroom teachers, have just been published and throw much light on the problem. It is expected that the 1940 yearbook of the American Association of School Administrators will be given over in part to a study of the safety-teaching problem. The real solution of the problem, however, will be in the classrooms, in the state departments of education, in the teacher-education institution, and in the offices of local school supervisors and administrative authority.

The research bulletin mentioned previously reveals some of the problems that lie ahead and that must be met and solved by the classroom teacher. Such studies prove to be the best source of information on teacher-education needs. There is need to study them closely and be guided by their findings.

Space does not permit a long discussion here, but the following summary, as indicated in the research bulletin, will bring together some of the problems which lie immediately ahead.

The indefinite place of safety instruction in the curriculum.

There is general agreement that the number of injuries and the loss of life

*Research Bulletin, Vol. XVI, No. 5, Nov., 1938, National Education Association, 1201 Sixteenth St. Washington, D.C. Price—25 cents.

make it imperative that schools give a definite place to instruction in safety. Whether this instruction can best be given through separate courses, through definite units within the regular school studies, or through less formal activities is a problem to be worked out in each school system. Certainly, incidental teaching alone or complete neglect of safety work cannot be endured much longer. Yet in the present study it is clear that almost one teacher in three reports that incidental treatment is *characteristic* of the school in which he is teaching.

The disproportionate responsibility for safety education allotted to classroom teachers.

Though it is generally recognized that the classroom teacher ultimately determines the success or failure of any type of instruction, it is a doubtful practice which places the *major* responsibility upon the teacher. The research study indicates that in the opinion of four teachers in ten, the major responsibility for school safety programs falls upon classroom teachers. Less than one teacher in ten reports the help of a safety supervisor; three in ten state that the major responsibility rests with the school principal. Since classroom teachers and principals need help with their safety activities, there should be more in-service training programs. Teacher-education institutions, school superintendents, and state departments should organize conferences whereby teachers may acquire the necessary familiarity with the safety field. Highway and police departments have shown more than usual interest in coöperating in such activities.

The lack of courses of study in safety.

Seven teachers in ten participating in the study report that the local school system did not provide them with a course of study in safety. This fact undoubtedly accounts in part for the failure of one teacher in four to give safety more than incidental attention. More than that, it means diversity of aims among teachers, waste of time in seeking out sources of materials, and neglect of many local examples for excellent safety instruction. Unless educators develop instructional guides for classroom work safety education will tend to crystallize into the patterns now being advocated by non-school groups. There will be courses in "traffic safety" or "home safety" instead of an integraded program. Safety education like character education consists of constructive reactions to life situations.

Confusion as to the advantages and limitations of methods.

Closely allied with the foregoing problem is the apparent lack of discrimination in the selection of methods and devices. Though the composite opinion of teachers placed a number of methods and devices in a general order of value, these opinions are neither unanimous nor conclusive. That many teachers recognize the problem is shown by their answers to the question on urgent needs. One teacher in three wants lesson plans showing how other teachers have taught safety. Even

more necessary than this trial-and-error procedure of isolating the effective methods are controlled experiments which relate the instruction to factors such as the age of the pupils, the facilities of the school, and the hazards of the community. Professional articles describing such experiments are still relatively few; standardized tests which get beyond mere information to emotional and physiological factors scarcely exist. Few schools have considered the methods which are demanded by the peculiar conditions of their environments.

The shortage of instructional materials and equipment.

In spite of the extensive contribution of instructional materials by non-school agencies, there is a definite shortage of aids suitable for school use. Many publications and motion pictures have been developed for use with adults but are entirely unsuited for school children. Other materials have been obviously prepared for advertising or selfish propaganda purposes. Furthermore, the arrangements are often inadequate for bringing the best of these materials to the attention of school people and for distributing them where they are needed. It is possible that some coöperation of the efforts of non-school agencies would improve the "school usefulness" of the present output. No doubt the systematization of present school curriculum practices would encourage individuals to prepare instructional materials or to invent classroom equipment. Finally, educators themselves should stimulate the development of teaching aids through in-service education of teachers, demonstration classes in teachers colleges, curriculum committee activities, and local research programs.

The need for leadership by educators.

It must be admitted that up to the present the most effective leadership in safety education has been supplied by the non-school agencies. This fact is brought out clearly in the present study through teachers' statements that the most useful assistance is being supplied by automobile clubs and national safety organizations. In the past, these and other non-school groups have borne a heavy educational task. Many of the leaders of non-school organizations would like to turn their energies to new fields, leaving the major responsibility for training youth to the school authorities. Are educational leaders, particularly the administrative officers, ready and willing to undertake the work with the activity which the accident situation demands? The 1940 yearbook of the American Association of School Administrators indicates a genuine interest, as far as superintendents of schools are concerned.

To whom among educational leaders do teachers think they should be able to turn? According to the present study the three major sources of aid should be: (1) state departments of education, (2) national safety associations, and (3) officers and staff of local school systems. What the leaders of these agencies do in the next few

years is in reality a matter of "life or death."

The pessimistic tone of many of the foregoing statements is unavoidably associated with a movement where the need is desperate and progress is still inadequate. At the same time, it would be unfair to overlook the following hopeful facts: (1) nine out of ten of the coöperating teachers were aware of the need for some safety instruction: (2) four out of ten teachers reported that the study of safety is systematically organized into separate courses or units in other subjects; (3) three teachers in ten stated that local supervisory authorities provide them with course-of-study bulletins in safety; (4) nine teachers in ten could indicate on the inquiry form their most urgent needs with regard to teaching aids. Upon these promising conditions the school leaders of the nations should build with increased enthusiasm.

Auto Driving Courses in High School

ROBERT NEUMAN*

TWELVE will be killed, sixty-five will be injured, or a total of seventy-seven out of every one hundred persons sixteen years of age, will be involved in automobile accidents. That is the story which the present statistics are placing before an automobile age. These same statistics uncover the fact that the most dangerous driving period is for persons between fifteen and twenty-five years of age.

Driving instruction to these new drivers has not been what it should have been or forty thousand people would not have been killed each year. Most of the present instruction has been that of demonstration, precept, and trial and error. In spite of the fact that the newer cars have a great many safety devices, driving has not as yet improved. The same drivers of some twenty years ago remain, but they do not realize that there are some twenty-seven million other drivers on the highways.

A grim determination to solve the accident problem is now gripping the country. Several states have made "Driver Training" a required course in their school systems. This step, seemingly, is one in the right direction. A student may know his mathematics and history, but that knowledge will not reduce the fatalities of the highways. Thus, "Driver Education" seems to be on its way into the school curriculum.

The state of Illinois is one of the states now encouraging the schools to place "Driver Training" in their curricula. Approximately one-half of the schools are now doing some work in safety education. However, introducing a new subject into the already crowded curriculum, is one of the great handicaps. Many of these schools

*Summer Session Instructor in Auto Driving.

have placed traffic safety as a unit or series of units to integrate the text material into the subjects already being taught. These units may be social problems, general science, civics, vocational and physical education, and many others. This procedure may or may not be the proper method of presenting such material, but it is at least an opening for Safety Education. There are, however, a large number of schools organizing formal courses entitled, "Traffic Safety," "Traffic Efficiency," or "Driver Training." Such a plan, seemingly, is the proper method of conducting this course, although at the present time, very few of the schools have the facilities to carry on in this manner.

There are approximately twelve high schools now conducting such courses in the state of Illinois. One-half of these courses are offered in the Chicago area. One of the greatest drawbacks is access to a dual control car, which is a necessary part of the equipment for such a course.

The ideal situation for such a course is one in which the school can offer "Driver Training" as a required course or as an elective. The course should also carry full credit toward graduation. Since many of the colleges are now teaching traffic safety, they certainly should accept the high school credit as valid.

The instructor of the course should be a full-time member of the faculty. Perhaps the most important prerequisite of that instructor should be patience. The teaching of the subject material may lag in the classroom for there seems to be a time when the student is failing to advance and when his chances of becoming a good driver appear slight. The subject should be offered to the students just before they reach the legal driving age. Thus, most of the pupils in the course will be between fifteen and sixteen years of age.

To comply with the credit requirements of the school system, the teacher of the course must meet the students in the classroom each day. That arrangement would give the student some seventy hours of class room instruction in addition to the hours spent in driving the automobile on the practice field.

The classes should have the same number as any of the regular classes. There should not be over thirty-five students to each class. The classroom work may well be divided into several units. The first unit may be that of the automobile. This unit should include the automobile as a machine, though care must be taken by the instructor not to make the course an automobile mechanics class. However, a general knowledge of the car is of great interest and value to almost all of the students. Safety devices, methods of handling the car, and the care of the machine may also be included in this unit.

The next unit may be that of the driver. Such a unit is the main one of the "Driver Training" courses. In this unit the attitude of the driver is greatly stressed. This one word, attitude, is the word which is the key to the entire course. The new driver must have the proper attitude if accident rates are

going to be decreased. "Sportsmanship on the Highway" may be the class motto.

Individual diffierences may be also included in this unit. These differences include physical as well as mental ones. A good driver recognizes that individuals vary one from the other. Statistics have proved that carelessness of drivers alone has caused two-thirds of the accidents last year. The physical differences are many and intricate. People vary in health, from the robust to the invalid; in vision, from the man with normal eyesight, good visual acuity, excellent depth perception and good color discrimination, to the totally blind. It does not take the intelligence of a genius to drive a car; normal intelligence properly controlled will suffice.

This unit may also include the principles of learning to drive and the social aspects of driving. The student should be taught that the act of intelligent driving is not a right but a privilege to use the highway. A license grants the driver rights and privileges and imposes upon him duties and responsibilities.

Accidents with their causes and results may be another unit. This unit should include vehicle defects, shortcomings of drivers, mistakes of drivers and pedestrians, and defects of drivers.

Another unit may be that of the public. This may include the pedestrians, roads, speed, regulation of traffic, and the traffic court.

Care should be taken that the entire course is centered about the students and not the instructor. In order to keep this course alive and interesting, the instructor should allow the student to make many actual observations and field trips. Many visual aids are now available to all of the schools. This course is one of the most popular in the school system.

In a course of this type a dual control automobile should be a part of the equipment of the school. The car is necessary to hold the pupil's interest and is as important as the laboratory is to the students in chemistry.

Not more than four students should drive or be in the car at one time. They should be grouped according to their abilities as a driver. Each student should be allowed to drive for fifteen minutes at a time. Since classes meet twice a week, they will ride in the car approximately thirty-two hours and actually drive some eight hours. Students should not be allowed, at any time, to hold pencils or other obstacles that may cause injury because of a quick start or stop. Students completing the course are given various tests. The State Highway Department usually gives the final road examinations.

The actual road work provides the students with first-hand information on how to drive properly. It must be understood that a student passing such a course is not necessarily a skilled driver. It does mean that the students do know the proper methods of driving, and that they do have the proper attitudes as well as a general understanding of "Sportsmanship on the Highway." Skilled driving will take place only after the student has many miles of driving to his credit.

Principles in Safety Education

HOWARD W. ADAMS*

MOST accidents can be prevented. The best known means of accident prevention is education. No more striking example of the truth of these statements can be found than in the records of the National Safety Council, which has just completed a quarter century of service in the United States. The initial point of attack on the great accident problem by the council was in the manufacturing industries. In 1913, thirty-five thousand lives were lost because of industrial accidents. Through leadership, industries were induced to study their several accident problems. Safety engineers were appointed, and these, through various educational means, were able to help the workers solve their serious problem. As a result, the industrial accident rate has steadily been lowered, until in 1937 the number of industrial fatalities stood at 19,500, a decrease of 44 per cent. If industrial fatalities had continued at the 1913 level throughout the quarter century, 284,000 more industrial workers would have lost their lives. The magnitude of this saving of human lives accomplished by the educational leadership of the Council, can be visualized when it is considered that the number 284,000 represents a population of a city like Dallas, Texas, or more than two cities the size of Peoria, or six communities having the combined population of Bloomington and Normal.

Individual manufacturing industries through education, have achieved high records in accident prevention. Thus, the Westclox Division of the General Time Instruments Corporation at La-Salle reports a continuous record of more than eleven million man-hours of work without a single disabling accident. When an outsider visits such an industry and sees the thought, education, and planning behind such records he is impressed with the distance yet to be traveled in America to reduce materially this great hazard to well-being.

There were 106,000 accidental deaths in 1937 in the United States. Of these, 39,500 were due to motor vehicles. Of the remaining non-traffic fatalities (66,500), 32,500 occurred in the home and 18,000 in public places. It is at once seen that the motor vehicle, the greatest single cause of fatalities, is closely followed by the home and the street as scenes of such disasters. Herein lies a great challenge to the American public school. Inasmuch as industries, working with adults, whose habits of life have generally been pretty well established, have yet been able to reduce fatalities among their workers 44 per cent, how much greater results could be accomplished by the public school, which works with children

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whose habits are forming, if once public education seriously undertook a program of safety training. To say that such work lies outside the field of the public school is to reveal a narrow and antiquated concept of the function of public education. Safety education should be a component of the social training given each child.

The program of safety education in the elementary schools was started in 1922. In that year, the accidental death rate in the elementary school age, 5 to 14 years, was 40.8 per 100,000 children in this age span. In 1937, the rate was 30.6, a decrease of 25 per cent. In the next higher age span, 15 to 24 years, there was an increase, from 1922 to 1937, of 24 per cent. These figures seem to bear strong evidence of the accomplishments of those elementary teachers who ventured into this new field of instruction. Doubtless, if their efforts had been followed by similar instruction in the high school, the 24 per cent increase of the 15 to 24 year range might have been followed by a marked decrease in fatal accident rates.

The worthwhileness of safety education in the elementary school is again shown in the case of fatal child traffic accidents. From 1922 to 1927 there was a falling off of 13 per cent in accidents in this age range of 5 to 14 years, while in the next higher bracket, 15 to 24 years, in which safety education is now but merely started, there was an increase of 201 per cent. During this 15 year period, 1922 to 1937, elementary schools were training school-boy patrols, setting traffic signs at dangerous crossings, and teaching children caution in crossing streets. Who has not observed this instruction of the classroom carried into practice by the child who stops at the curb and looks both ways before venturing across the street and who looks to the adult traffic officer, just as to the boy-patrol for instructions in traffic? These children have learned to understand the meaning of traffic lights and to be governed by them. The writer has observed many adults of middle life who either did not understand the meaning of traffic signals or intentionally ignored them, much to their own peril.

Safety education in the public schools begins with the day the child starts to school. Graduated instruction extends through the elementary and junior high schools. Already safety readers are provided for instruction at these various levels. These books are well illustrated with pictures of familiar scenes. The reading matter also well describes situations which the child can readily visualize. Instruction from these books, as well as that from the teacher, emphasizes definite things to do. The instruction does not center around a succession of "don'ts." On the other hand, it is positive and deals with activities in familiar situations.

In this manner, the instruction functions on the playground, on the street, and in the home. Because of the intimate relationship of instruction and practice, the child develops the habit of thinking "safety," and thus there is instilled the habit of thinking ahead, so necessary in accident prevention. The writer believes that developing

this habit is of great importance in safety education. No set of safety rules can be formulated to fit life situations ten or even five years hence, but a thought habit implanted can be made to function in myriad situations. Thence comes the feeling of pride in the teacher who sees the child stop to look both directions before crossing a street. A like feeling of pride arises in the breast of the parent when he observes the child at home doing things which tend to avoid accidents, such as putting toys in proper places rather than leaving them strewn about on floor or stairs. Parents are quick to observe such desirable habits of thought and action developing in their children.

The extensive use of power machinery in agriculture with the attendant injuries and fatalities, has challenged the though of both farm leaders and safety organizations. The state of Kansas has made a more careful survey of the agricultural accident problem than any other state. On the basis of the Kansas returns, it is estimated that in the United States, in 1937, there must have been 4,500 fatalities among farm workers, a number which was about one-fourth of the total in all industries together. The number of agricultural workers is about the same as that in manufacturing. However, fatalities in this latter group were but one-seventh of the total for all industries. Hence, it is seen that there is a great need of instruction in safety in the schools in agricultural regions. Safety education started in the city elementary schools and is now being extended to those of secondary grade. Practically nothing has yet been done in schools in the small town and in the country.

In conclusion, it may be said that the national experience with education as a means of accident prevention amply justifies educational leaders in launching a more extended program of safety education in the elementary and high schools. The high fatalities among agricultural-workers indicates that there is a real need of such instruction in the rural schools.

The Illinois State Normal University has a program of instruction which has for its purpose the preparation of teachers in the important field of safety education.

School Safety Patrols

JAMES H. CARNAHAN*

SCHOOL safety education is one of the most vital phases of the educational system today. One of the well thought out plans being successfully used in the effort to make the elementary pupils more safety minded is the Student Safety Patrol.

Perhaps no one is better suited to understand what is most needed to

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provide an effective safety program than the public school teacher. In the recent report to the N. E. A. Research Bulletin on Safety, however, it was found that out of almost 15,000 teachers studied, 26.8 per cent referred to safety only incidentally in their school programs.

Safety patrols represent an activity which is developed rapidly out of social needs. The recurring evidences of carelessness and neglect are all too frequent demonstrations of this problem to the school systems. The Safety Patrol has vast opportunities for motivating instruction in other school subjects, pioneering in a field in which the support and coöperation of the general public will be forthcoming and developing attitudes and habits needed in everyday situations.

Safety education, like character education, consists of constructive reactions to life situations. It is with this in mind that the student patrols have been installed in thousands of schools in the past ten years.

In the organization of a safety patrol, schools should first consider the methods which are demanded by the particular condition of their environment. The small school, from which very few pupils must cross the state highway, will have a much different organization from that of the large school located near or on the highway.

Boys' Safety Patrols were first organized in 1926. Within the past few years, girls' auxiliaries have become important parts of the safety organizations. In 1939, 200,000 pupils were enlisted in the safety patrols of over 1000 cities. Indoor patrols have helped the traffic problem in hundreds of the very large elementary school corridors.

Patrol members should ordinarily be appointed either by the principal of the school or by the organization adviser. Years of experience and observation have shown that the best method is to appoint two members for each position and have them serve not more than for a six week's term. Girl patrols should be used only on indoor duty. Members should be selected from the two highest grades in the school. Each year the captain should be a member of the graduating class and should serve for the entire year. The captain should be chosen from the lieutenants who are not members of the graduating class of the school.

Every efficient patrol should have a weekly meeting and should have a direct connection with the school student court.

The standard insignia may be obtained from the State Department of Safety at Springfield, Illinois, or from the local motor club. Badges of merit, as well as those for special officers, may also be obtained from the motor club office.

Safety in Shops and Laboratories

R. M. Stombaugh*

Safety education in the school shops and laboratories should be thought of as a part of a more general problem. To many persons, the purpose of safety education is to educate individuals to avoid accidents and to protect others, whereas accident prevention is only one aspect of safety education. Safety education, according to the National Safety Council, " . . . means more than accident prevention—it means the conservation of all that makes life worthwhile—health, opportunity, and the material resources upon which life itself depends." The school has an excellent opportunity to further this latter concept through the activities of the school shops and laboratories, but because of the infrequency of severe accidents in these shops and laboratories, it has been difficult sometimes to arouse interest in safety programs.

Need for Safety Education

Studies that have been made by Henig, Graham, Judy, Cressman and others indicate there are many opportunities and responsibilities for safety education that should be developed in the practical arts and other school laboratories. Henig found 208 reportable accidents in the West Orange Unit of the Essex County (New Jersey) Vocational Schools over a period of three school years. This record is not as bad as it might at first appear for Henig counted every mishap that resulted in an injury that required treatment, and every injury that presented the possibility of infection received treatment and thus was reported; even the slightest cut was counted. A report issued by Gordon C. Graham, Safety Engineer of the Detroit Public Schools, showed that 102 accidents occurred in the school shops of that city in one school year. These accidents resulted in the loss of 115.5 days from school. Wayne Judy made a study of all the industrial-arts shops in the state of Iowa with the exception of those located in towns of less than 400 population. He found 726 accidents occurred in 249 shops of the Iowa school system over a period of 16 months. Of these accidents, 113 required the services of a physician. Three hundred twenty-three accidents were listed as caused by "pupil carelessness," and only one was caused by "lack of instruction." The study by Cressman was based upon 1041 accident injury reports received from 153 Pennnsylvania school districts in one year. His study showed that first aid was given in the shop for 1001 out of the 1041 cases. Pupil carelessness in this study accounted for 929 of the cases reported.

No one can review the statistics presented by the studies of these men without being impressed with the significance of the accident problem. Ac-

*Head of the Industrial Arts Department.

cidents do occur in school shops and school shops do have accident prevention problems that must be solved. It is therefore the duty of industrial-arts teachers not only to protect and guard against accidents in the school shops, but also in a large measure to develop safety habits and a respect for safety that will function outside of the school shop in whatever vocation or avocation the pupil may follow.

Responsibility for Accidents

Usually, when an accident occurs, the burden of the responsibility falls upon the shop teacher because he is considered responsibile for what happens in the shop. Whether the teacher is in the shop or not does not alter his his responsibility. Whether the fault of the accident can be blamed rightly upon him is another question, but the fact remains that he is held accountable and may be so adjudged even in a court of justice, especially in case negligence can be proved.

In the school shop, practically all of the conditions are under the control of the teacher. So far as the mechanical features of the shop equipment are concerned, few actual hazards are beyond the power of the instructor to remove or remedy. Factory inspection and labor laws in most states are ready to support a vigorous policy, and may be appealed to specifically in any case where parsimony or false economy appear to stand in the way of maximum protection for pupils.

Shop Safety Plan

The industrial-arts teacher is confronted with the task of seeing that students who enter his classes in order to learn how to do things also learn how to do these things safely. He must plan a real safety program to go with his practical work. Accidents must be anticipated and preventive measures must be devised. Any plan for eliminating shop accidents to be effective must be specific in its application. Generalities are insufficient, for the reason there is no such thing as a general accident. A general statement of warning such as "Be careful," or a long list of "don'ts" will not suffice for a well-developed shop safety plan.

Safety is to a considerable extent a manner of thinking. The safety concept may be developed in the school through regular instruction only when it is a part of the teacher's plan in giving instructions which properly emphasize a safe procedure to be followed, and in analyzing reasons for this procedure.

Analysis of Accidents

Preventive safety education in school shops and laboratories is possible only after the basic causes of accidents that occur in them have been determined. Too frequently accident statistics erroneously designate types of accidents as causes with the result that such safety records are of little value in developing the safety program. In order to determine the basic causes underlying accidents, it may be necessary to analyze rather minutely the conditions which operate to cause each accident. It is advisable to obtain the complete story of each accident as soon as possible after it has happened, so that the actual cause may readily be determined. Lack

of supervision, defective tools, horse play, lack of foresight, nervousness, irritation, inattention, slow mental and physical reactions are among the common basic causes of accidents.

Hazards in the School Shop

Hazards in the school shop should be thought of as threefold. There are hazards to the worker, hazards to the tool or machine being used, and hazards to the material being worked upon. To often teachers have a tendency to emphasize the first hazard almost to exclusion of the other two. In doing so, teachers lose an excellent opportunity to round out a comprehensive view of the problem. It is hardly possible to build up a functional safety program unless the habit of looking for potential dangers to those things with which a pupils works is also stressed.

Hand tools are used to a far greater extent than are machines in most school shops, and, on the whole, are thought of as being comparatively safe. The studies by Henig and Judy indicate that considerable safety education is needed in regard to the safe use of hand tools. Henig's study showed that 34 per cent of the accidents were caused by hand tools as against 17 per cent caused by machines. Judy found 76 per cent of the accidents were caused by hand tools and 21 per cent were caused by machine.

It is quite obvious that machinery in operation is a hazard at all times. Revolving belts, pulleys, shafts and gears are always a potential hazard. Unsatisfactory guards over revolving parts may serve only to increase the danger. Improper clothing may get caught in machine parts and cause injury. Poor electric wiring and switches are other hazards that must be sought out and eliminated. Poor physical conditions of the room, slippery floors, poor lighting, improperly built stairways, balconies, and trap doors add to the several shop hazards. Littered floors, poorly piled materials, defective machine tools and tool racks likewise are responsible for accidents. Other causes of accidents are moving heavy loads, and oiling and adjusting machinery without first bringing it to a stop. Gases, fumes, and acids are always a potential danger. It is the responsibility of the teacher to see that pupils are made aware of these common hazards of the shop.

One of the most serious conditions to be reckoned with, because so elusive, is the student's attitude of mind. One single lapse of attention, of less than a second's duration, is sufficient to cause irreparable damage, either to the student himself, to another student, or to the equipment. Concentration on the job at hand, keeping the eyes on the work, knowing the position of the hands, making adjustments on the machine only when it is standing still, checking setups before starting the work, working within the capacity of the machine—all these are points that can be given direct emphasis.

Means of Reducing Accidents

One important means of reducing accidents in the school shops is to eliminate the hazards. This statement, both

trite and fundamental, is often ignored. First of all, the method of keeping and storing tools in the school shop should be such that accidents can be avoided as much as possible. Edged tools should be suspended in such a manner that the student cannot readily injure himself or others when he removes the tools from the rack or comes in contact wit them in his work.

All machines should be properly guarded and the use of these guards by the pupils and others working in the shop should be insisted upon. Since the cases in which properly designed and applied guards cannot be used are relatively few, there is slight excuse for attempting to work without guards.

Goggles should be available for use by students who may be doing operations where any particles may be thrown into the eyes. Not only should goggles be available but pupils should be required to wear them when performing these operations.

No pupil should be permitted to operate any machine when he is wearing a flowing necktie, loose sleeves, or any loose clothing which might become entangled in the revolving parts of the machine.

Defective machines should be kept out of service until they have been put in good order. Machines with dull cutting edges are always a menace to safety and might well be considered defective machines until the cutting edges have been properly conditioned.

The proper arrangement of equipment and the defining of working space about machines can be one possible means of reducing accidents. Laying rubber floor mats or some similar material in the operator's zones near machines will do much to eliminate the danger of slipping. However, where mats are laid, they should be securely bound along the edges in order that pupils will not trip and fall.

The teacher should make one inflexible rule for himself and enforce it vigorously, that is, that he will stay in the room while the pupils are at work. It is difficult enough to prevent all accidents with the teacher supervising every activity. When the teacher is out, short cuts may be attempted with disastrous results, because no one responsible is around to check set-ups and operations. It makes little difference just what excuse may be given for being out of the shop at the time of the accident, it will count against the school board in court should any injured pupil see fit to bring suit.

One of the first requirements in a campaign to reduce shop accidencts is for the teacher to maintain an accurate record of all accidents that do occur. The details of these reports should be sufficient and of such a nature that the causes of accidents may be discovered and eliminated. Well-prepared records should inform the teacher of the types of hazards most prevalent in his shop or laboratory, and would show clearly where emphasis in safety education should be placed.

Suggestions for Teaching Safety

The best method of teaching safety education is an important consideration which cannot be answered by any definite formula. So many variables influ-

ence each case, that the method which may be the best in one situation, may be the least satisfactory in another situation. The individual teacher must decide how he wants to effect the safety idea in his shop. One point of agreement, however, seems to be that the time for instruction is just before the pupil is to encounter the hazard, whether it be in the nature of tools, machines, or handling materials.

Many methods appear to be utilized with varying degrees of success. Some of the early attempts were made with the teacher lecturing to the entire group. In some cases, these lectures were given in rooms removed from shop conditions and shop surroundings. Abstract as this method was, it was better than no instruction at all. Later on, some teachers tried to give safety instructioin by means of job or instruction sheets, with test questions to see whether the pupils understood the important facts. Still others have made safety education a part of shop instruction and have added demonstrations to their lectures and other teaching methods and devices.

Visual aids have been used to supplement and reinforce the several teaching methods that have been used. The motion picture has been an effective aid in teaching safety, and although its use has been rather much limited, it is becoming increasingly popular. Slides, too, have often been used to show typical situations and provoke discussion.

Safety signs, posters, and slogans have been used in numerous shops in order to make pupils aware of danger and to help them observe caution. There is doubt on the part of some in regard to the value of these devices, but even those who favor them agree that such devices lose effectiveness unless they are changed frequently.

The demonstration appears to be the method most frequently used for teaching safety education in the school shop. Both class and group demonstrations are used, although the group demonstration is considered the more satisfactory for teaching safety in the use of machines. In the latter method the class is divided into small groups of four or five pupils. Each group is given a thorough demonstration and explanation of each machine before any individual of the group may use the machine. Demonstrations are given the group on starting, stopping, and the correct use of the machine. Although the teacher should do all within his power to cause the pupil to be sensitive to the dangers of machine operation, he must be careful not to instill a fear of machines in the pupil's mind.

A pupil must satisfy two other conditions, in some school shops, before he can receive permission to operate the machines. One of these is that he must satisfactorily pass a written or oral test and a performance test on the machine in question. In some schools, it is necessary for the pupil to receive the written consent of his parents to operate the school machinery. Consent of the parents does not relieve the instructor of responsibility as some teachers seem to think.

Boy's safety clubs have been used as another device by some teachers as a means of effecting a safety program.

The first ten or fifteen minutes of each meeting are usually devoted to safety. Some meetings are built entirely around a safety program. At these meetings members may give short talks. Occasionally some lad who has had an accident will tell about it and lead the discussion in an open forum following the talk. Reports may be made on safety contests sponsored by the club. First aid teams from some local industry may put on a demonstration, or a local safety director may talk to the group. Safety motion pictures are often used in some of the programs. Some meetings are given over to the construction or explanation of small scale models illustrating safe working methods.

The plan of using a student safety engineer is being tried out in many school shops which have large enrollments. Since it is a difficult task for the teacher with large classes to give personal instruction where needed, and at the same time keep an observing eye on the safety practices of each pupil, the tendency is to delegate this latter function to the student safety engineer. The student may be appointed by the teacher or elected by the other members of the class to perform this duty for one or more weeks. One week is the usual length of service. The duties of the safety engineer should be definitely stated on some form of check list in order that he may know definitely the extent of his responsibilities.

Accident Procedure

The recommended procedure in the care of accidents will vary somewhat according to the regulation of the local board of education. Much depends upon the availability of trained medical aid. In some instances, the teacher is given strict instruction to send all cases to the school doctor or nurse, or to give first-aid treatment only in cases of the most minor sort. In other instances, trained help is not available and the teacher, of necessity, must give first aid. However, the extent to which the teacher should give medical aid is debatable. In case of injuries which require more than first aid treatment, it may be well if the teacher follow some such procedure as: (1) Give first aid, (2) send pupil to school nurse or doctor, or call doctor or hospital, (3) notify parents, (4) discuss doctor or hospital arrangements with parent or have some one in an administrative position do so, (5) notify proper school authorities, (6) see to it that all tools, machines, and materials involved in the accident are untouched until after proper inspection has been made, (7) make written report of accident upon proper forms.

Conclusion

A safety program sponsored by the entire school is to be desired, but if this program is not attainable, the shop or laboratory teacher still has a responsibility to see that the pupils put in his charge are returned to their parents in a better condition, physically and mentally, than when placed under his direction. Safety education will have to be more than a subject of instruction if it is to endure and make pupils safety conscious—it will actually have to fuction in their everyday life.

Safety Factors in School Buildings

FLOYD T. GOODIER*

ACCORDING to the reports of the National Safety Council, about 16,000 children under fifteen years of age are killed in accidents each year in the United States. School children miss approximately 1,800,000 days of school each year because of accidents. This is equivalent to the continuous absence of some 10,000 pupils.

A study of the accidents among 544,000 school children shows that they occur as follows:

In school buildings and on school grounds	35%
At home	32%
In going to and from school	9%
At other places (streets, playgrounds, etc.)	24%
	100%

Accidents in school buildings, as revealed in a six-year study of 575,000 pupils, took place as follows:

In regular classrooms	13%
In vocational shops	14%
In gymnasiums	35%
In corridors and on stairs	20%
In other places	18%
	100%

E. Clark King, Jr., writing in *School Management* for October, 1932, states that, on the average, five schoolhouse fires occur each day, and that from 1908 to June, 1931, four hundred seventy-one men, women, and children lost their lives in schoolhouse fires. Since these figures were compiled, four hundred fifty children met death as a result of gas explosion in the Consolidated School at New London, Texas. Surely school authorities can not be too careful to guard against fires and accidents in the schools.

Construction

1. School buildings should be constructed of such non-inflammable materials as stone, steel, concrete, brick, tile, and expanded metal lath with plaster on steel studs. Such construction materials should be demanded in all structures exceeding two stories in height.

2. With not more than eight or ten classrooms opening into a corridor, the width of the corridor should be at least eight feet. For each additional two rooms, the width should be increased approximately one foot. When lockers are placed on one side of the corridor only, the minimum width should be increased one foot. When the lockers are on both sides, the width of the corridor should be increased two feet.

3. All building doors of entrances or exits as well as those leading to and from classrooms should open outward. Outside exit doors should be equipped with panic locks or bars. These locks should be kept in good condition and

*Director of Integration.

should operate freely. They should allow enough clearance so that a pupil, when operating the bar, will not run the risk of crushing a finger. Doors to classrooms should swing on the jamb nearer the front of the room. Doors of fire-resisting material should be placed at the entrance to stair towers and between the main building and the part containing the heating plant. Such doors should be self-closing and inspected regularly.

4. The maximum distance from the corridor exit of each room to the nearest building exit should not be more than one hundred feet.

5. Stairways used as means of egress should be constructed as smoke-proof stairs; that is, the stairs should be cut off from the corridors by smoke-proof barriers. Enclosed closets under stairways should be prohibited. All stairway openings should be protected by railings.

6. Stairways should have closed risers. No stairway should be of less width than any stairway in a higher story. Stairs used as a means of egress should have a minimum pitch of not less than thirty degrees and a maximum pitch of not more than thirty-three degrees. The height of the riser plus the width of the tread should not exceed eighteen inches. Treads made of cast iron, steel, or slate do not resist wear well and become dangerously slippery. Burned tile is not open to these objections and, when worn, can be easily replaced.

Handrails should be placed on both sides of all stairs. Stairs exceeding eight feet in width should have a center rail supported by standards not more than six feet apart. Handrails should be securely fastened to the walls and should not be more than three inches nor less than two inches from the wall.

7. Buildings more than one story in height should have at least two means of egress from each floor. The fire escape or other means of egress should be so located that the occupants of any room need not pass another stairway or exit to reach it, unless the stairway is entirely enclosed. All fire escapes, all stairs, and all corridors should be kept free from obstructions and ready for instant use at all times.

8. Windows in the stair tower should be of metal sash and wire glass. No single pane should be larger than two hundred eighty square inches.

9. The heating plant should be entirely enclosed in a room constructed of fire-resisting walls. This room should be an enclosure adjoining the main building. In any case it should not be directly beneath the main building. Ashes removed from the furnace should be kept in metal containers.

10. Coal bins should be constructed entirely of non-combustible material.

11. If the building is heated with an oil burner, the fuel oil should be stored outside the building. If the oil is kept within the building, such oil should be stored at least two feet under ground or within a fireproof enclosure.

12. Chimneys should have a flue lining of fire clay or firebrick.

13. In frame buildings, it is advisable to install a sprinkler system in which should be used a type of sprinkler head consisting of a thin quartz plug filled with a fluid very sentitive to heat.

14. Electric wiring should be fully insulated. Preferably it should be placed in conduits.

15. All ventilating ducts should be provided with automatic dampers.

16. Clothes or paper chutes should be lined with metal and should have at each outlet a metal door with spring hinges which hold them shut.

17. The sounding device for the fire alarm should be well marked, easily accessible, and used for no other purpose except fire drills.

18. The light area of each classroom should be at least twenty per cent of the floor area. Light should not be admitted from the front of the seated pupils. Cross lighting should not be permitted. A minimum of fifteen square feet of floor space and two hundred cubic feet of air space should be provided for each pupil.

School Equipment

1. All chairs, desks, and other furniture should be kept in good condition at all times. There should be no splinters or loose parts.

2. Window shades should be securely hung.

3. Any loose plastering should be removed immediately.

4. Loose treads on stairways should be immediately repaired. Also worn and slippery stairways should receive prompt attention.

5. All desks and seats should be thoroughly washed at least once a year with soap and water. It is well to add a disinfectant to the water.

6. A dull varnish should be placed on all school furniture in order that there may be no glare from it.

7. Artificial lighting should be according to standard specifications—neither inadequate nor excessive.

8. A first aid outfit should be installed in each building and kept replenished.

9. All janitor rooms and storage rooms should be kept neat and tidy and free from all accumulations of rubbish.

10. All waste material, including waste paper, should be promptly disposed of.

11. A fire extinguisher should be placed on each floor and in a place readily accessible. The types of extinguisher most commonly used in school buildings are the soda-acid and the carbon tetrachloride. The former should be refilled annually, preferably at the opening of school each fall. Each extinguisher should have attached to it a small card giving the date of the last filling. The soda-acid type of extinguisher must also be protected from freezing.

Teachers should understand the method of using the fire extinguishers. In grades above the sixth, it is well to have boys of the school also prepared to use the extinguishers.

The following quotation from an article by Mr. C. L. Woodridge, Superintendent of School Buildings in Pittsburgh, Pennsylvania, emphasizes three of the most important general principles to observe in a school safety program:

1. "Make your school building as automatically safe as possible. The words 'automatically safe' include panic bolts, doors swung the right way, direct circulation to exits, and self-closing doors where needed.

2. "Take the necessary measures to ensure that the personal equation hazard is kept to a minimum.

3. "Take the necessary measures to ensure that safety consciousness is kept constantly alive in the minds of the pupils, the teaching and janitorial staff, and especially the general public."

Faculty Publications

Several members of the faculty have been concerned with revising, writing, or collaborating with others in writing books during the current year. Howard W. Adams, professor of chemistry, assisted in revising the data for a *Handbook of Chemistry and Physics,* published by the Chemical Rubber Company of Cleveland, Ohio. Dr. Helen S. Marshall, assistant professor of social science, is continuing work on the biography, *Thomas P. Ripley, Merchant of Sog Harbor.*

Two books in the field of social science are scheduled for publication this spring. Robert S. Ellwood, assistant professor of the teaching of social science, has recently completed a senior high school sociology text, *Living with Others,* which will be published by Houghton Mifflin this spring. As co-author with Irving F. Pearson of Springfield, Dr. Richard G. Browne, associate professor of economics, has written a civics text for junior high school grades. This text, *The Illinois Citizen,* will be published by the Macmillan Company about April 1.

Articles concerned with special fields have been prepared by other faculty members for publication in technical journals. Dr. Blanche McAvoy, assistant professor of biology, wrote on the subject of "Luminous Mass" for the *Bryologist.* For the March issue of the *Illinois Physical Education News Bulletin,* Joseph T. Cogdal prepared an article on "Making and Breaking Habits in Basketball." In the report of the Chauser group of the Modern Language Association on research in progress is included an article prepared by Dr. Florence E. Teager, associate professor of English, on Chaucer's use of medieval rhetoric in "The Monk's Tale."

In the professional field, University faculty members have made numerous contributions to professional journals. Four articles have appeared in *The Illinois Teachers* "The Written Recitation-Quiz" by Dr. Lucy L. Tasher, assistant professor of history, in December, 1938; "The Arts Area of the Rural Curriculum Guide" by L. W. Hacker, associate professor of education, in March, 1939; and "Integrating Theory and Practice in a Teacher Training Program" by Floyd T. Goodier, director of integration, in December, 1938. Mary D. Webb, assistant professor of the teaching of commerce, wrote "Typewriting for Every Pupil" for the January issue of *The Clearing House.* The *American School Board Journal* of February carried an article by Dr. Chris A. De Young, head of the department of education, on the subject, "A Declaration of Interdependence."

Professional Activities of the Faculty

MISS GERTRUDE STEPHENS, assistant professor and supervisor of student teaching in history, participated in a panel discussion at the Illinois High School Conference on the subject, "One Year Course in World History."

CLARENCE ORR, associate professor of social science addressed the Rotary Club of Rantoul, January 10, on the subject, "Pertinent Materials in the Elementary School Curriculum."

DR. L. W. MILLER, assistant professor of biology, was a speaker at the Greene County Schoolmasters Club, December 8. His topic was "Plant Drugs and Poisons."

DR. F. L. D. HOLMES, director of the Division of Speech Education, presented two talks at the Livingston County Teachers Institute at Pontiac, November 4. "Detection of Defective Speech" and "Remedial Procedures for Defective Speech" were his topics.

DR. ANNA L. KEATON, assistant dean of women, was chairman of the College Division of the Illinois Association of Deans of Women for their meeting of October.

MISS ALTA DAY, assistant professor of commerce, spoke on "Prognostic Tests in Shorthand" before the Western Division of the Illinois Education Association Commercial Section at Galesburg last October.

LESLIE A. HOLMES, assistant professor of geography, continues to be in demand as a speaker before Illinois State Normal University alumni groups. He shows and describes colored moving pictures which were taken of the 1938 Geography Field Course. In October he spoke before the Peoria group, and in December he addressed the club at Danville.

DR. R. W. FAIRCHILD, president of the University, is chairman of the Committee on Standards and Surveys of the American Association of Teachers Colleges which met in New York, November 28. He presented the report of the Committee at the annual meeting at Cleveland, Ohio, February 25. In January, Dr. Fairchild traveled to Washington, D.C., where he met with the Accrediting Committee of the Association. President Fairchild has also been busy in the capacity of a speaker. Talks before Alumni Clubs at Clinton, Joliet, Peoria, Geneva, Alton, Carlinville, Belleville, Paxton, Danville, and Lincoln; six addresses before Parent-Teacher Associations in different cities; and a discussion of "Qualifications of Beginning Teachers, Desired and Realized" at the Chicago meeting of the Superintendents' Round-Table of Illinois, were among his many engagements this winter.

Miss Frances Conkey, director of the Division of Home Economics Education, spoke at the Peoria meeting of the Illinois Home Economics Associatoion, October 29, on "The Home Economics Club of Illinois State Normal University."

Dr. Nina E. Gray, assistant professor of biology, is secretary of Sigma Delta Epsilon, a national fraternity for graduate women in science.

Miss Ruth Stroud, assistant professor of the teaching of English, is a permanent member of the Illinois Library-English committee which meets regularly in Urbana. The work of this committee is published in bulletin form and is distributed to English teachers over the state through the Office of the High School Visitor. The next bulletin will be published in June.

Dr. H. O. Lathrop, head of the Department of Geography, spoke last October at Sibley on "Changes in the Map of Central Europe." In November, he addressed the Clinton Alumni Club on the subject, "Our National Parks."

Miss Katherine E. Carver, assistant professor of Latin, was a speaker at the Illinois High School Conference this year. Her topic was, "Latin as a School Subject."

Robert S. Ellwood, assistant professor an supervisor of student teaching in social science, is a memebr of the executive board of the Illinois Council of the Social Studies.

Dr. Rose E. Parker, assistant professor of education, discussed "The Opportunity Room" at the LeRoy Women's Club, January 24.

J. W. Carrington, director of Training Schools and director of the Bureau of Appointments, is secretary-treasurer of the National Association of Supervisors of Student Teaching, which held its annual meeting at Cleveland, February 27 and 28. February 25, Mr. Carrington led a panel discussion on "General Problems of Placement" at a meeting of the National Association of Directors of Bureaus of Appointments.

Albert C. Fries, assistant professor of commerce, spoke before the Southwestern Division of the Illinois Vocational Association at Dupo, November 9. His subject was "Why a Vocational Emphasis in High School?" At the commercial section of the same meeting, he spoke on "Junior Business Training in High School."

Miss Bernice Tucker, assistant professor of the teaching of home economics, conducted panel discussions on the new Illinois home making curriculum at meetings of the Illinois Economics Association and of the Illinois Vocational Home Making Teachers Association last October. Both groups met in Peoria. Miss Tucker is state chairman of the Illinois Home Economics Curriculum Committee. She represents three state groups of home economics teachers, the Illinois High School Conference group in addition to the two mentioned here.

FLOYD T. GOODIER, director of integration, has discussed the proposed pention system for Illinois teachers before various groups of teachers at LaSalle, Oconee, Bloomington, Galesburg, Monticello, Morris, and Oak Park during the last three months. On November 9, Mr. Goodier spoke on "Education, a Basic Industry" before the Chicago Heights Parent-Teacher Association.

MISS ERMA F. IMBODEN, assistant professor and supervising teacher in the eighth grade, spoke before a meeting of Delta Kappa Gamma last November in Peoria. Her subject was, "Professionalizing the Profession."

L. W. HACKER, director of the Division of Rural Education, discussed "Rural Life Needs" at the County Farmers' Institute of Benson, January 18.

MISS ETHEL M. BURRIS, assistant professor of education, spoke on "Primary Reading" at a Teachers Institute which was held in Watseka, September 1.

HOWARD J. HANCOCK, director of athletics, was the principal speaker at football banquets at Chenoa, Sidell, and Auburn this winter.

DR. CHARLES E. DECKER, director of the Division of Secondary Education, presented addresses at county teachers' institutes this year at Aledo, Vandalia, Carlyle, Waterloo, Toulon, and Carthage.

DR. NELLE B. WALDRON, assaciate professor of social science, addressed the Springfield Women's Club, January 28, on the subject, "The Far Eastern Situation in Relation to World Events." On March 4, she spoke before the same organization on " Our National Defense."

MISS DOROTHY HINMAN, assistant professor of English was a speaker at a meeting of the P.E.O. at Downer's Grove, on November 14. She presented an address, "Books that Keep Us Young."

MISS MARION G. MILLER, instructor in art, spoke on "Art Club Extra-Curricular Activities" at the Art Section of the Illinois High School Conference.

JOSEPH T. COGDAL, assistant professor of physical education and coach of the 1939 Illinois Intercollegiate Athletic Conference championship basketball team, presented an address before the Physical Education Section of the Tazewell County Institute at Pekin October 28. His topic was "Circulating Offenses and Methods of Coaching." Mr. Cogdal was principal speaker at the Onarga annual athletic banquet, November 6. "Progress in Basketball" was his topic.

MRS. ROSE BURGESS BUEHLER, instructor and supervising teacher in the second grade, spoke on "Reading in the Elementary Grades" at the Woodford County Institute at Eureka, October 20 and 21.

DR. C. A. DE YOUNG, head of the Department of Education, adressed a state divisional meeting of high school student councils on the subject "Why a Student Council?" The meeting was

held at Champaign, October 29. On November 7, he spoke on the topic, "A Declaration of Interdependence," at a joint meeting of superintendents and school board members at Evanston. "The Functions of Secondary Education" was the topic of an address delivered before a joint meeting of all the junior-high and high-school teachers of Decatur, November 14. Four days later Dr. De Young, as chairman of the Committee on the Legal Status of Superintendents and Supervisors, reported at the meeting of the State Association of City Superintendents. On January 14, he spoke before the central division group of the Illinois Council of Social Studies at their meeting in Bloomington, where he spoke on "The Illinois Rural Guide for Social Studies." On February 24, he delivered two addresses before the Ottawa County Institute of Teachers at Grand Haven, Michigan. February 12, 13, and 14 he assisted in evaluating Clinton Community High School in connection with the Cooperative Study of Secondary School Standards.

MISS ELIZABETH RUSSELL, instructor and supervising teacher in the fourth grade, presented an address, "Your Child and His Recreation," at the Mackinaw Parent-Teachers Association in January.

DR. RICHARD G. BROWNE, associate professor of economics, has been in great demand as a speaker this year. He has presented more than twenty-five talks before central Illinois civic and social organizations this winter.

CHAS. A. HARPER, associate professor of history, has presented such topics as "Lessons of Munich," and "What Next in Europe," before thirty-six different audiences since September 1, 1938.

DR. R. M. STOMBAUGH, director of the Division of Industrial Education, presided at a meeting of the central Illinois Division of the Illinois Industrial Education Association held at the University, February 16.

MISS ELIZABETH DEAN, assistant professor of hygiene, addressed the Atlanta Parent-Teachers Association November 16 on the subject, "The School Functional Health Program."

MISS RUTH ZIMMERMAN, assistant librarian, addressed the Towanda Parent-Teachers Association, November 18, on the subject, "Books for Young People."

R. W. FOGLER, assistant professor of chemistry, will discuss "Consumer Chemistry in the High School" at the Illinois Chemistry Teachers Association meeting in Rock Island, April 1.

MISS KATHRYN I. KAYS, supervising teacher in the seventh grade, presented a talk, "Social Security," before the Illinois League of Women Voters at Bloomington, February, 23.

MISS ESTHER VINSON, associate professor of English, presented a talk, "When Is a Book Immoral?" at the Alumni Club at Paxton in November, and again at the Pontiac Alumni Club, April 3.

Forthcoming Campus Activities

Illinois State Normal Univedsity will be the scene of a number of special events within the next few months. The Spring Recital of the Philharmonic Society will be heard on Tuesday, April 4, at 8:15 P.M. in the Capen Auditorium.

On Friday and Saturday, April 14 and 15, the music department, under the direction of Miss Emma R. Knudson, will sponsor meetings for entrants in the state high school solo and ensemble contests.

On April 17, the Second Annual Guidance Conference will be held at Normal Community High School and Illinois State Normal University. This conference for juniors and seniors in the high school is sponsored jointly by Illinois Wesleyan University, Bloomington High School, Trinity High School, Normal Public Schools, and Illinois State Normal University.

On Saturday, April 22, the Home Economics Department, headed by Miss Francis Conkey, will entertain Illinois high school girls at the annual home economics day.

The National Convention of Kappa Delta Epsilon will meet on the Normal University Campus on Friday and Saturday, April 28 and 29.

On May 2, the biennial Open House of Illinois State Normal University will be held. The theme for the Open House this year is "One Hundred Years of State Teacher Education." Illinois State Normal University, which, since its founding in 1857 has exercised considerable influence in teacher education, will open its doors that evening to all visitors in central Illinois. The program is under the general guidance of Dr. R. U. Gooding of the science department. In conjunction with Open House, there will be the annual Health Exhibit sponsored jointly by Illinois State Normal University and the Normal Public Schools.

The annual McLean County literary contest, track meet, and music contest will be conducted on the campus, on May 3, 4, 5, and 8.

May 7 is the date for the annual Mothers' Day Services in Capen Auditorium at 3 P.M.

The baccalaureate services of the University for the current school year have been arranged for Sunday, June 4, in Capen Auditorium at 3 P.M.

The annual commencement exercises are scheduled for Monday afternoon, June 5, in the campus amphitheatre. The annual alumni luncheon will be held at noon on the same day, at 11:30 A.M.

Registration for the annual eight-weeks summer session will take place on Monday, June 12. Classes will begin the following day and will close Friday, August 4.

The Educational Conference and Exhabit will be held at Normal University during the week of July 17.